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ABSTRACT

The booklet presents, in English and Hmong (Southeast Asia), answers to questions concerning the rights of handicapped children and their parents. Topics addressed include a summary of changes brought about as a result of federal court decisions as well as state and federal laws, types of eligible disabilities, ages of eligibility, assessment procedures and parent role in assessment, the Individualized Education Program (IEP), related services, components of a good IEP, parent involvement in IEP, the planning process in special education, due process hearings, mediation, good communication between parents and schools, the parent's role as advocate, and Minnesota state resources for handicapped children and Families. (CL)

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PACER CENTER PRESENTS

PARENTS CAN BE THE KEY

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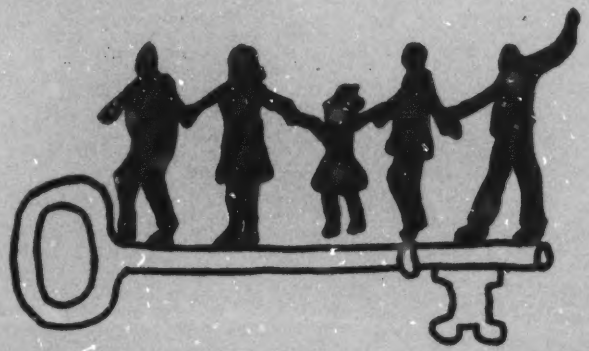

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PACER CENTER QHIA TXOG

NIAM TXIV MUAJ PEEV XWM YOG TUS YAWM SIJ

TO AN APPROPRIATE EDUCATION FOR THEIR HANDICAPPED CHILD

RAU TXOJ KEV KAWM NTAWV RAU NKAWV TUS MENYUAM XIAM OOS QHAB

PACER Center, Inc.
(Parent Advocacy Coalition
for Educational Rights)
4826 Chicago Avenue S.
Minneapolis, MN. 55417
(612) 827-2966, Voice & TDD

EC180278

About PACER Center

PACER Center (the Parent Advocacy Coalition for Educational Rights) is a coalition of 18 Minnesota organizations concerned with the education of children with physical, mental, emotional, and learning handicaps, and other health impairments. (See page 25 for list of organizations).

It is funded by a grant from the Division of Personnel Preparation, Office of Special Education, U.S. Department of Education: and through contributions from foundations, corporations, and private donors.

PACER Center provides two major programs, PARENTS HELPING PARENTS, a parent training project, and COUNT ME IN, a handicap awareness project. The function of the parent training project is to inform parents of handicapped children of their rights and responsibilities in special education. Through public information, parent workshops, training of trainers, and individual assistance, information, and support, PACER helps parents understand and implement their children's rights to a free, appropriate public education.

The COUNT ME IN program trains volunteers to present puppet shows and other handicap awareness programs to students at the preschool, elementary, and secondary levels.

In addition, PACER conducts programs on child abuse and provides surrogate parent training. Materials on parents' rights and responsibilities are available in two bilingual editions (English/Spanish and English/Hmong).

Finally, PACER is a Regional Center for the national TAPP (Technical Assistance to Parent Programs) project and offers organizational guidance to other parent centers.

For individual assistance or information on any of these activities, contact PACER Center.

PACER Center co-directors are Paula Goldberg and Marge Goldberg. The artist for this booklet was Deborah Krupp.

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HAIS TXOG PACER CENTER

PACER center (The Parent Advocacy Coalition for Educational Rights) tau yog lub koom haum thib 18 nyob rau xeev Minnesota no uas muaj kev txhawj txog txoj kev kawm ntawv rau cov menyuam uas yug los es nws tau puas tes puas taw, paj hlwb tsis zoo neej hlo (saib phab 25 npe koom haum).

Lub luag hauj lwm PACER Center no tau txais nyiaj coj los mus khiav lis tej hauj lwm ntawm qhov chaw hu ua Division of Personnel Preparation, Office of Special Education, U.S Department of Education.

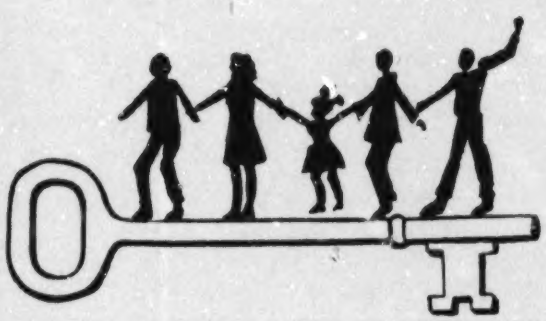
PACER Center ua ob yam hauj lwm pub rau cov niam txiv, qhia cov niam txiv thiab XAM KUV RAU HAUV THIAB, yog ib txoj kev saib xyuas txog cov neeg xiam oos khab (handicap.) Lub luag hauj lwm qhia cov niam txiv yog qhia txog cov menyuam handicap txoj cai thiab yam lawv yuav tsum ua rau txoj kev kawm ntawv phib xej. Txoj kev qhuab qhia no mas yog muaj tshaj xov tawm, hu cov niam txiv mus kawm, thiab pab qhia rau ib leeq txoq tej cai xwb los tau, PACER pab qhia kom cov niam txiv to taub thiab siv lawv cov menyuam cov cai mus rau txoj kev ywj siab, mus rau txoj kev kawm ntawv ua zoo thiab yog.

Qhov hais tias XAM KUB RAU HAUV THIAB - Yog ib lub luag hauj qhia ib cov neeg ua hauj lawm dwb pab, siv cov menyuam moj zeej qhia txog kev ceev faj txog cov menyuam xiam oob khab rau cov menyuam uas yuav mus pib kawm ntawv los yog cov twb mus kawm nyob rau elementary lawm. Yog tias xav kom lawv pab piav qhia rau ib tug kheej xwb yuav tsum hu rau PACER Center.

Tus tswj lub luag hauj lwm PACER Center no yog Paula Goldberg thiab Marge Goldberg. Tus kos duab rau phau ntawv no yog Deborah Krupp.

Translated by Kia Yas

Parents Can Be The Key...



You, as the parent of a child with a special need, **can** be the key to an appropriate education for your son or daughter.

You know more about your child than anyone else does. Because of this knowledge, you are a vital member of the team that plans your child's education.

With your assistance, your child can receive the kind of education that will help develop his or her abilities to the fullest.

You can contribute important information to your child's educational plan, and you can take action to make changes when they are needed.

But to do this, you need to know your rights and your child's rights. You need to know how to make use of your rights and to exercise your responsibilities as well.

This booklet is an overview. For further information or individual advocacy assistance, contact:

PACER Center
4826 Chicago Avenue
Minneapolis, MN 55417
(612) 827-2966, Voice & TDD
Parents of handicapped children in Minnesota may call collect.

NIAM TXIV YUAV YOG TUS YAWG SIJ

Neb, uas yog leej niam leej txiv ntawd ib tug menyuam uas yuav tsum muaj kev pab phib xej txawv lwm tus, yuav tsum yog tus yawg sij rau txoj kev kawm ntaub kawm ntawv rau neb tus ntxhais los tus tub. Neb paub neb tus menyuam zoo dua lwm tus. Vim li no neb thiaj yog ob tug tseem ceeb uas nyob hauv pawg neeg yuav nrhiav kev qhia txuj ci kev kawm ntaub ntawv rau neb tus menyuam.

Vim neb txoj kev koom tes pab, neb tus menyuam yuav muaj peev xwm txais yam kev kawm ntawv ua yuav thuav tau neb tus menyuam lub hlwb los yog lub peev xwm kom zoo cxaus.

Neb yuav koom tes tau ntau yam tseem ceeb uas qhia txog neb tus menyuam txoj kev npaj hauv kev kawm ntaub kawm ntawv, thiab neb yuav tsum hais tau yog tias muaj yam twg uas neb pom hais tias tus menyuam yuav tsum muaj. Tab sis ua ntej yuav ua tej no, neb yuav tsum paub neb txoj cai thiab neb tus menyuam txoj cai. Neb yuav tsum paub siv neb txoj cai thiab paub neb lub luaq hauj lwm tib yam nkaus.

Phau ntawv no yog ib phau uas qhia txog tej teev los saum no. Yog tias xav paub kom ntau tshaj los yog xav tau kev pab rau ib tug kheej, yuav nug tau rau:

PACER Center, Inc.
4826 Chicago Ave. S.
Minneapolis, Minnesota 55417-1055
(612) 827/2966 - Voice and TTY

**What are my child's rights...
and mine as parent?**

KUV TUS MENYUAM COV CAI YOG COV TWG--
THIAB KUV COV YOG COV TWG?

Since the early 1970's, many changes have been made in special education as a result of federal court decisions, federal laws and state laws.* Most of these changes have occurred because parents and professionals were striving to improve educational opportunities for handicapped children.

Here, in brief, is what these changes mean to you and your child.

- Your handicapped child is entitled to a free public education that is appropriate to his/her individual needs.
- Whenever possible, your child should be educated with children who are not handicapped. (This is often referred to as education in the "least restrictive alternative.")
- Tests given to your child must not discriminate on the basis of his/her handicap or racial or cultural background.
- You as the parent or guardian can participate in making decisions about your child's education.
- You must be notified in writing when changes in your child's education are being considered.
- You and the school are entitled to make use of appeals when differences of opinion occur.
- You have the right to see your child's ed[illegible]al records, to have them explained, and to obtain copi[illegible]
- School programs must be accessible so that all handicapped children can receive appropriate services.
- Children who are under the guardianship of the Commissioner of Human Services (wards of the state) or whose parents are unknown or unavailable must be represented in the educational process by surrogate (substitute) parents.

*The federal laws are Public Law 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. The state law is Minnesota Statute 120.17.

Txij li yxoo 1970 tau muaj kev txawv txav ntau yam nyob rau txoj keb qhia ntaub ntawv phibxej uas yog ib qhov tswm sim tawm ntawd kev tswj fwm teb chaw hais txog kev txiav txim hauv tsev tu plaub tu ntug, kev tswj fwm teb chaw cov cai thiab lub xeev cov cai. Ntau yam tau txawv txa los vim yog cov ua niam ua txiv thiab cov neeg ua hauj lwm tau sib koom tes hais kom txoj kev qhia ntaub ntawv rau cov menyuam ·iam oos khab yuav tsum zoo tshaj qub cov no yog yam txawv txav rau neb tus menyuam.

- Neb tus menyuam uas xiam oos khab yuav tsum muaj txoj kev ywm siab rau txoj kev kawm ntaub kawm ntawv uas txhua leej neeg muaj kom phim nws lub peev xwm.
- Yog tias mus tau yuav tsum cia neb tus menyuam yuav tsum mus nrog cov menyuam ·as tsis xiam ooskhab kawm.
- Neb los yog tus neeg saib xyuas yuav tsum muaj cuab kav tawm tswv yim txiav txim txog tus menyuam ntawd txoj kev kawm ntawv.
- Neb yuav tsum tau txais ib daim ntawv sij hawm yuav pauv txoj kev kawm ntawv uas tau hais tias pom zoo yuav siv lawm.
- Neb thiab tsev kawm ntawv muaj cai sib hais yog tias ob tog muaj tswv yim sib txawv.
- Neb muaj cai pom neb tus menyuam cov ntawv, thiab muaj cai hais kom lawv piav pub rau neb thiab muaj cai thov ib co cia.
- Tsev kawm ntawv yuav tsum muaj cov program uas yuav pab tau cov menyuam xiam oos khab mus kawm tau.
- Cov menyuam twg ua tsis muaj niam muaj txiv los yog niam txiv tsis khoom yuav tsum pub lwm tus mus tam tau.

What handicaps entitle children to receive special education services?

The disabilities or special needs that are mentioned in special education laws are as follows:

- learning disabilities
- mental retardation
- emotional disturbances
- special behavior problems (Minnesota law)
- speech impairment
- vision impairment
- hearing impairment
- physical handicaps
- other health impairments (e.g. autism, epilepsy, diabetes)

Even if a child's disability is not visible or obvious to the observer, he or she may be eligible for special services or for modifications in the educational program.

At what age can a child receive special education services?

In Minnesota, school districts are required (mandated) to serve handicapped children from age 4 (if the child has reached 4 before the beginning of the school year) until age 21 or completion of high school. Many school districts and/or special education cooperatives operate programs for handicapped students under age 4. These programs are permissive — not mandated by state education rules.

COV MENYUAM XIAM OOS KHAB ZOO
LIS CAS YOG COV UAS YUAV TAU
TXAIS KEV PAB PHIB XEJ

Cov menyuam uas tsis muaj laj lim txaus los yog yuav tsum muaj kev pab phib xej uas tau teev tseg rau hauv txov cai qhia ntaub qhia ntawv muaj li no.

. Tsis muaj lub laj lim zoo kawm ntawv

. Tswv yim qeeb

. Coj tsis tu

. Coj tej yam yeeb yam txawv

. Hais lus daig

. Pom kev tsis zoo

. Hnov lus tsis tseeb (lag ntseg)

. Puas tes puas taw

. Lwm yam mob uas ua kom tus menyuam tsis zoo xws li lwm tus xws li qaug dab peg, zi qab zib

Txawm muaj tej zaum muaj tej yam uas yuav tsis ua kom yus pom tseeb hais tias tus menyuam ntawm muaj cov teeb meem teev los saum no los tej zaum yog xav kom nws tau txais kev qhia phib xej los yuav tau thiab.

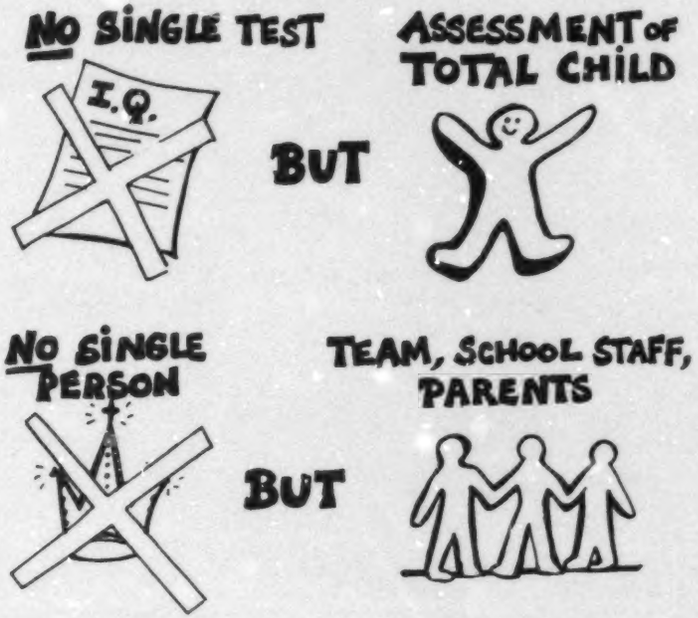
PES TSAWG XYOO TUS MENYUAM
THIAJ YUAV TAU TXAIS KEV
KAWM NTAWV PHIB XEJ NO

Nyob xeev Minnesota no, ib tug menyuam xiam oos khab muaj cai pib kawm ntawv thaum nws muaj plaub xyoos (yog tias tus menyuam muaj hnub nyoog ua ntej sij hawm khib tsev kawm ntawv) mus txog rau 21 xyoos.

How does it all start?

The first step toward deciding whether a child needs special education-and, if so, what kind of services will be provided--is the **assessment**, or evaluation.

An assessment is a way of studying "the whole child" to learn about his/her needs, disabilities, the things he does well and those that are difficult for him. The purpose of the assessment is to determine what services would be appropriate; **it is the basis for your child's educational plan.** For that reason, it is important for you as the parent to make sure the assessment gives an **accurate** and complete picture of your child.



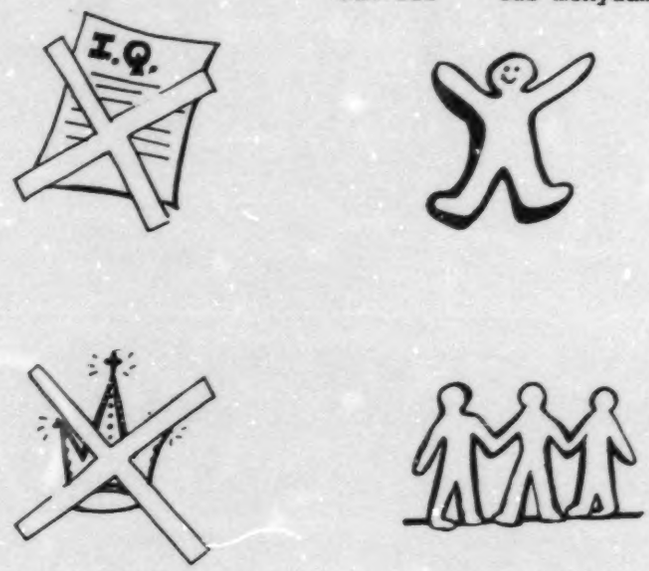
ZAUM XUB THAWJ YUAV UA LI CAS?

Thawj ruam yog yuav tsum paub tias tus menyuam ntawd puas yuav tsum tau txais kev qhia phib xej, yog tias yuav tsum tau ne yam kev pab li cas yog yam tus menyuam yuav tsum txais--qhov no yog yuav tsum xeem.

Kev xeem yog ib txoj kev kawm txog tus menyuam [illegible] paub tias yam twg yog yam uas yuav qhia rau nws. Yog ib yam ua yuav tsum npaj rau tus menyuam txoj kev kawm ntawv. Yog ib yam tseem ceeb uas neb yuav tsum paub tias yam xeem ntawd nraug thiab yog kom luag paub meej txog tus menyuam.

Tsis muaj xeem ib yam xwb

Tab sis xeem kom paub tag nro tus menyuam



Tsis yog ib leeg xwb

Tab sis Yog ib pab xws li niam txiv thiab cov xib fwb

Usually, people think of tests when they think of an assessment. Tests are an important part of the assessment process.

Depending on your child's needs, tests might include one or more of the following:

- Speech and language tests
- Personality and adaptive behavior tests
- Achievement tests
- Potential or aptitude (intelligence) tests
- Perceptual tests

All tests must be given to your child:

- Individually
- In his or her primary language
- In a way that does not discriminate in terms of disability or racial/cultural background

Assessments must be **comprehensive**, including all appropriate types of tests, and must be administered by **qualified personnel.**

The assessment process, in addition to testing, should include:

- Observations by staff who have worked with your child
- Medical history, when it is important to a child's performance in school
- Parents' information and observations about the child's--
  - previous school experiences
  - abilities and behavior outside of school setting
  - feelings about school

Remember, you've known your child longer than anyone in the school and you observe him/her in many different situations. **You have important information to offer!**

Xeem yog ib qhov tseem ceeb uas yuav ntsuam xyuas kom paub tus menyuam.

Nyob ntawd neb tus menyuam, yam yuav xeem kuj muaj tej yam xws li nram no.

- Xeem hais lus
- Xeem txog neeg tus cwj pwm thiab kev coj
- Xeem saib nws kawm tau licas
- Xeem saib tus menyuam ntse npaum licas
- Xeem saib tus menyuam paub npaum licas

Txhua yam xeem yuav tsum muab rau neb tus menyuam:

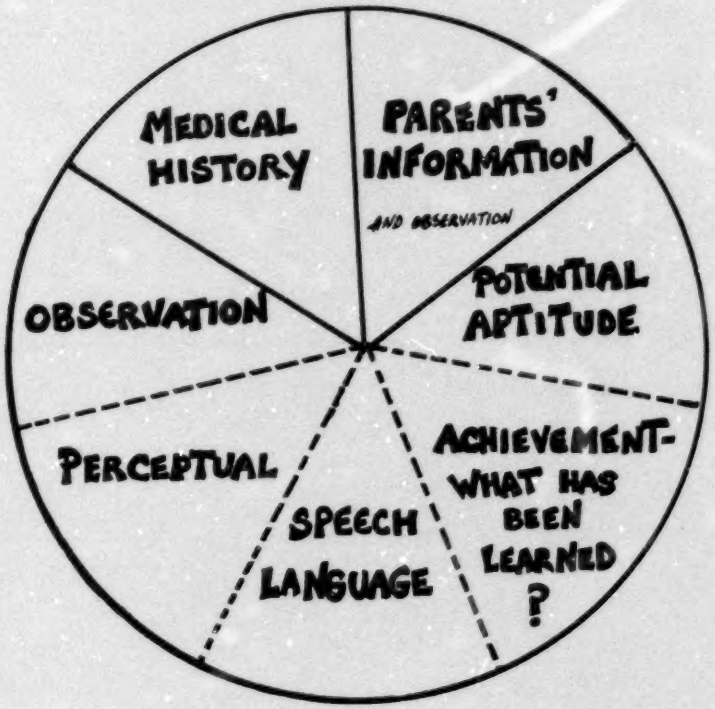
- Ib leej xwb
- Yog nws yam lus nws niaj hnub hais
- Kom txhob yog tej yam uas muaj kev ntxub ntxaug vim tus menyuam ntawv laj lim tsis zoo los yog vim nws yog lwm hais neeg

Txhua yam xeem yuav tsum yog yam kom to taub meej thiab yuav tsum yog ib tug neeg uas paub lub luag hauj lwm zoo ua tus xeem.

Yam kev xeem yuav tsum muaj li nram no

- Yuav tsum yog cov neeg uas ua hauj lwm nrog neb tus menyuam ua cov saib xyuas
- Ntaub ntawv hais txog tus menyuam kev mob kev nkeeg, sij hawm yog ib yam tseem ceeb rau neb tus menyuam kawm ntawv tom tsev kawm ntawv
- Xov xwm qhia rau niam txiv thiab kev soj xyuas txog tus menyuam
  - Ua ntej mus kawm ntawv
  - Tus menyuam coj licas thiab muaj peev xwm npaum licas sij hawm nyob lwm qhov chaw uas tsis yog hauv tsev kawm ntawv
  - Tus menyuam xav li cas txog tsev kawm ntawv

Nco ntsoov has tias neb yog ob tug uas nrog neb tus menyuam nyob ntev tshaj. Neb muaj ntau yam tseem ceeb uas yuav qhia rau luag paub.



Will there be more assessments once my child receives special education?

Yes. A reassessment is to be done every three years and can be performed more often if deemed necessary by the family and/or school personnel.

These reassessments help ensure that your child's program will be modified as his or her needs change.

Ntaub ntawv hais
txog kev mob
kev nkeeg

Kev soj
ntsuam

Niam txiv
hais qhia

Coj li cas

Paub los yog
to taub
licas

Kawm tau
npaum licas
yam uas tau
kawm lo lawm

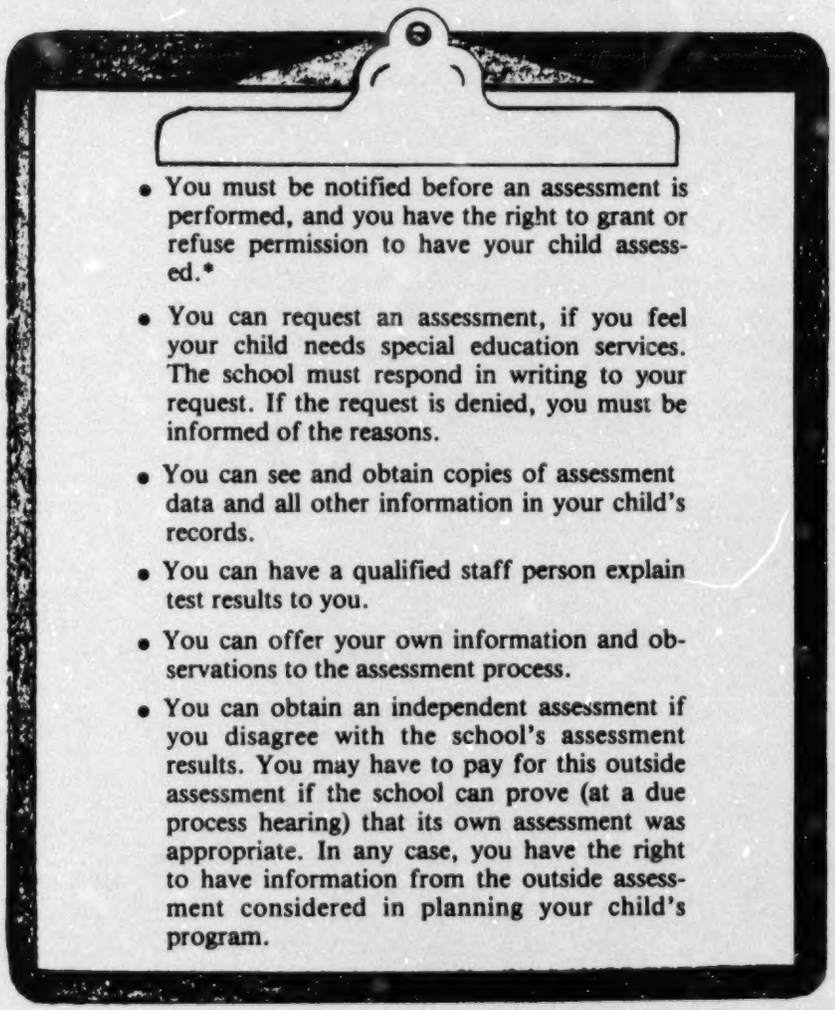
Hais lus

PUAS YUAV MUAJ XEEM NTXIV YOG TIAS KUV TUS MENYUAM TWB TAU TXAIS KEV PAB PHIB XEJ LAWM?

Yog hais tias koj tus menyuam siv nws lub sij hawm tag hnub rau hauv txoj kev kawm ntawm uas tau txais kev pab phib sej lawm, nws yuav tsum xeem tsawg kawg ob xyoos ib zaug raws li tus cai hauv xeev Minnesota.

Yog hais tias tsis li ntawd, cov neeg uas muaj kev saib xyuas koj tus menyuam txoj kev kawm ntawm, yuav tsum xeem tus menyuam ntawd tsawg kawg peb xyoos ib zaug kev xeem yog pab kom paub meem txog koj tus menyuam txoj kev kawm ntawv saib yuav pab licas ntxiv, saib tus menyuam puas kawm tau thiab puas raug raws li tus menyuam lub tswv yim los yog txoj kev ntse.

How can parents play a role in the assessment process?



- You must be notified before an assessment is performed, and you have the right to grant or refuse permission to have your child assessed.*
- You can request an assessment, if you feel your child needs special education services. The school must respond in writing to your request. If the request is denied, you must be informed of the reasons.
- You can see and obtain copies of assessment data and all other information in your child's records.
- You can have a qualified staff person explain test results to you.
- You can offer your own information and observations to the assessment process.
- You can obtain an independent assessment if you disagree with the school's assessment results. You may have to pay for this outside assessment if the school can prove (at a due process hearing) that its own assessment was appropriate. In any case, you have the right to have information from the outside assessment considered in planning your child's program.

*Be sure to respond in writing to the school's request to assess your child, informing them of your consent or refusal. If this is your child's first assessment, the school must wait for your written consent in order to proceed. If, however, this will be a reassessment, the school may go ahead if you do not respond within 10 days.

NIAM TXIV YUAV TXHAWB LICAS NYOB RAU TXOJ KEV XEEM?

- Ne yuav tsum paub ua ntej yuav muaj xeem, thiab neb muaj cai kam los tsis kam.

- Neb yuav thov kom muaj xeem rau neb tus menyuam tau yog neb paub hais tias neb tus menyuam yuav tsum tau txais kev qhia ntawv pibxej. Tsev kawm ntawv yuav tsum teb neb thiab yuav tsum sau rau ib tsab ntawv. Yog hais tias tsev kawm ntawv tsis kam xeem lawv yuav tsum qhia rau neb tias vim licas.

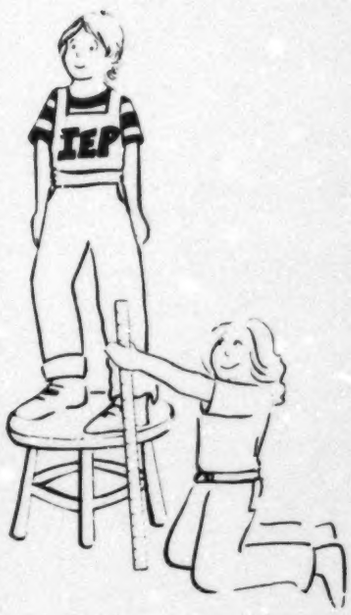
- Neb yuav tsum pom los yog tau ib daim ntawv ntawm cov xeem ntawm neb tus menyuam.

- Neb muaj cai hais kom cov neeg ua hauj lwm rau neb tus menyuam piav qhia txhua qhov xeem pub rau neb paub.

- Neb muaj peev xwm qhia yam neb paub thiab neb txoj kev soj xyuas ntawm neb tus menyaum rau luag paub.

- Neb muaj cai thov lwm qhov chaw xeem rau neb tus menyuam yog tia neb tsis txaus siab rau cov xeem hauv tsev kawm ntawv. Tej zaum neb kuj yuav tau them nyiaj rau cov luag xeem neb tus menyuam yog tias hauv tsev kawm ntawv qhia tau tias lawv yog lawm (qhov no yog hais txog kev sib foob lawm). Licas los xim, neb muaj cai nug tau hais txog kev yuav xeem uas tsis yog tsev kawm ntawv ua cov xeem, yog ib cov neeg sab nraum tab sis paub txog lub luag hauj lwm zoo es neb tseeg siab dua hauv tsev kawm ntawm lawm.

The IEP - your child's "tailor-made" educational plan



Every child is unique. Your child's special education plan should not be exactly the same as anyone else's, even those of other children with the same disability.

The individualized education plan (IEP) should be tailor-made to fit your child's needs and abilities, as determined by the assessment.

You must be invited to the conference or planning meeting to discuss your child's IEP. It is essential for you to attend if you wish to be involved in your child's plan! Others who must be present are your child's regular and/or special education teacher and a representative of the school's administration. Additional school staff who are important to your child's education may attend, and, if appropriate, the student should be present.

To prepare for the staffing conference, you should:

- Review your child's assessment data and/or records. You have the right to have a qualified staff person explain the results to you. You may wish to do this before the staffing conference.
- Make notes about information you want to contribute at the meeting.
- Consider visiting the classroom to observe how your child is doing.
- Talk to your child about his/her feelings about school.
- Consider inviting a friend, another parent, or an advocate to attend the staffing conference with you.

IEP RAU NEB TUS MENYUAM TXOJ KEV KAWM NTAWV

Ib tug menyuam txawv ib tug. Neb tus menyuam txoj kev kawm yuav tsis zoo li lwm tus, tab txawv yog cov menyuam ntawd yuav xiam oos khab tib yam.

Nyias txoj kev npaj hauv txoj kev kawm ntawv (IEP) yuav tsum yog phim nyias, haum nyias lub laj lim thiab nyias tus peev xwm, raws li kev txiav txim los ntawm txoj kev xeem los.

Neb yuav tsum nraug caw rau hauv lub rooj sab laj los yog tham txog kev npaj txog kev kawm ntawv rau neb tus menyuam. Yog ib qho tseem ceeb uas neb yuav tsum tau mus nrog luag sib sab laj rau neb tus menyuam txoj kev kawm ntawv! Lwm tus mas yog neb tus menyuam cov xib fwb thiab ib tug uas ua hauj lwm tam lub tsev kawm ntawv ntawd, tej zaum tseem yuav muaj lwm tus neeg tseem ceeb rau hauv txoj kev npaj rau neb tus menyuam txoj kev kawm ntawv thiab uas yuav tsum tau koom sab laj, yog hais tias zoo tseem yuav kom tus menyuam tuaj nyob ntawd thiab.

Thaum npaj rau hauv lub rooj sab laj, neb yuav tsum:

. Yxua neb tus menyuam cov ntawv xeem. Neb muaj cai thov cov neeg paub piav rau neb nploog. Tej zaum neb yuav xyuas tej no ua ntej sab laj los tau.

. Sau yam neb yuav xav qhia rau luag paub cia kom thaum ntawm neb nco hais.

. Xyuas hauv chav tsev kawm ntawv saib tus menyuam kawm licas.

. Nrog neb tus menyuam tham saib nws xav licas hais txog tsev kawm ntawv.

. Thov lwm tug neeg uas neb tseeg siab nrog neb mus sab laj.

What are special education and related services?

Special education services are specially designed instruction to meet the unique needs of a handicapped child. These services are given by special education staff in any of the "levels of service" listed in the following section. An example is the service given by a teacher of students with E/BD (emotional/behavior disorders — Minnesota term.)

Related services are supportive services that may be needed by a particular child **in order for him or her to benefit from special education.** Examples are special transportation, physical and occupational therapy, and psychological services.

The assessment is the tool for determining what special education and related services are needed. If the assessment shows a need, all services must be provided at no cost to the parent and should be written into the IEP.

What kind of placement might be appropriate for my child?

Because every handicapped child is different, a variety of placements should be available. Not every school district offers all these "levels of service," but special arrangements should be made if a child needs a program that is not currently available.

KEV QHIA NTAWV PHIBXEJ THIAB LWM YAM YUAV TSUM MUAJ YOG DAB TSI?

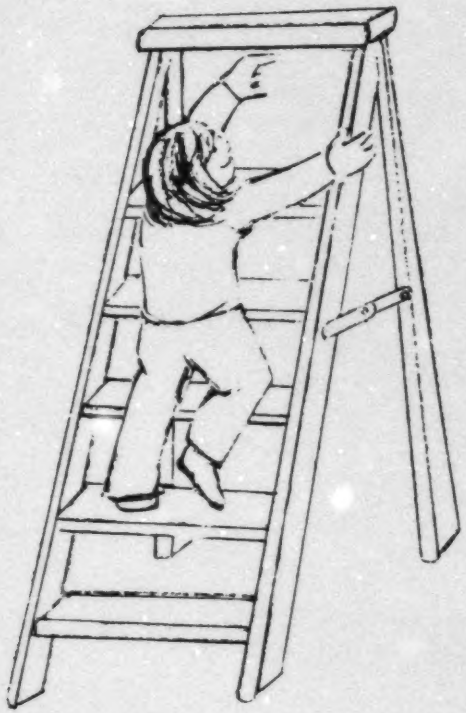
Kev qhia ntawv phibxej yog ib yam ua tshwm sim los kom raws li txhua tus menyuam xiam oos khab yuav tsum tau txais kev pab raws li tus neeg ntawd lub peev xwm. Piv xam li kev pab yuav tsum yog tau txais ntawm ib tug xib fwb uas paub lub luag hauj lwm txog cov neeg xiam oos khab xeem. Yam yuav tsum muaj yog yam cuab yeej khoom siv rau txhua tus menyuam kom nws tau kev pab txaus es nws thiaj yuav kawm tau xws li tsheb phibxej, kev kho tsis hais nruab nqaij los yog nruab hlwb.

Kev xeem yog ib yam uas yuav qhia kom paub tias tus menyuam xiam oos khab ntawd yuav tsum kawm licas siv yam tsheb twg, yam twg ntawm nws lub ces uas tsev kawm ntawv yuav tsum tau pab nrog kho. Yog thaum xeem tag tus menyuam xiam oos khab muaj yam twg tswm sim, tsev kawm ntawv yuav tsum muaj yam ntawm pab rau tus menyuam ntawd, thiab txhua yam uas yuav muab rau tus menyuam kawm los yog pab tus menyuam ntawd yuav tsum sau rau hauv ntaub hauv ntawv cia rau daim ntawv IEP.

QHOV CHAWV TWG YOG QHOV ZOO RAU KUV TUS MENYUAM MUS KAWM?

Vim hais tias txhua tus menyuam xiam oos khab tsis zoo sib xws, vim li no kuj muaj ntau hom kev qhia ntaub ntawv rau cov menyuam no. Tsis yog tias txhua lub tsev kawm ntawv yuav muaj txhua yam kev pab tab sis yeej yuav tsum muaj ib qho chaw mus kom raws li yam tus menyuam ntawv yuav tsum tau txais.

Here are the levels of service that might be appropriate for different children, as outlined in Minnesota law:



(1) Child is in a regular classroom with no special education services but is monitored and observed.

(2) Child is in a regular classroom; the special education teacher gives assistance to the classroom teacher but does not work directly with the child.

(3) Child is in regular education as a "primary placement"* (more than half time) and receives some direct special education services.

(4) Child is in special education as a "primary placement"* (more than half time) and spends some time with non-handicapped children in regular classes.

(5) Child is in a full time special education class, special station or special school.

(6) Child is in a special education program at a residential facility for handicapped children.

Keep in mind that your child should be educated with non-handicapped children whenever possible. Your child may move from one "rung" of the ladder to another as his or her needs change.

*"Primary placement" relates to staff responsibility — to whether regular education staff or special education staff have major responsibility for a child's program.

Cov no yog yam uas yuav muaj rau txhua tus menyuam xiam oos khab raws li tus cai hauv xeev Minnesota:

1. Tus menyuam yuav tsum kawm nrog cov menyuam tsis xiam oos khab thiab tsis muaj qhia phibxej tab sis tus menyuam yuav nraug soj qab.

2. Tus menyuam kawm nrog cov menyuam uas tsis xiam oos khab, tus xib fwb qhia ntawv phibxej mam pab tus xib fwb hauv chav tsev kawm ntawv saib yuav qhia licas tab sis yuav tsis ua hauj lwm ncaj qha nrog tus menyuam.

3. Tus menyuam yuav mus kawm nrog cov menyuam tsis xiam oos khab tab sis tau txais keb pab mentsis ntawd ib tug xib fwb qhia ntawv phibxej.

4. Tus menyuam yuav kawm feem ntau hauv tus xib fwb phibxej tab sis yuav tau mus nrog cov menyuam tsis xiam oos khab kawm ua ke tej lub sij hawm.

5. Tus menyuam yuav tau kawm hauv chav tsev qhia ntawv phibxej xwb.

6. Tus menyuam yuav tsum mus kawm thiab nyob kiag hauv lub tsev kawm ntawv uas yuav muaj kev yooj yim rau tus menyuam ntawd.

Yuav tsum nco ntsoov hais tias neb tus menyuam yuav tsum kawm ntawv nrog cov menyuam tsis xiam oos khab thaum twg uas pom tias ua tau. Neb tus menyuam yuav hla ib theem rau ib theem nyob ntawd thaum pom tias yuav tsum pauv.

What makes a good IEP?

Here are some things to look for in your child's IEP:

- Annual goals and short-term objectives for the period covered in the IEP. A goal is a general plan for accomplishment; objectives are specific steps to achieve the goal.
- A list of services that will be provided, including

-kinds of services
-who will provide them
-where they will be provided
-how often they will be provided (daily or weekly schedule)

- What, if any, "related services" will be provided, such as transportation or physical therapy.
- Adapted physical education or a vocational education program, if your child has these needs.
- A plan for periodic reviews of your child's progress, with dates for the meeting(s). Reviews should occur at least once a year following placement. Parents are not always included in all these review meetings. If you want to attend or feel additional reviews or conferences are needed, be sure to contact the school and make your request in writing.

YUAV UA LICAS THIAJ YOG IB TXOJ KEV NPAJ ZOO?

Cov no yog tej yam yuav tsum xyuas rau txoj kev npaj rau neb tus menyuam (IEP):

. Txhua xyoo los yog tsis ntev yuav tsum xyuas lub ntsiab thiab txoj kev npaj. Lub ntsiab thiab txoj kev npaj yuav tsum ua kom tiav.

. Ib daim ntawv piav txog yam yuav qhia rau tus menyuam yuav tsum tau sau tseg raws li nram no.

  - Yam twg yog yam yuav qhia
  - Leej twg yog tus yuav qhia
  - Nyob qhov chaw twg
  - Npaum licas zaus (txhua hnub los yog txhua limpiam)

. Yam twg uas yog yam yuav tsum muaj xws li kev mus los puas yuav siv tsheb.

. Puas yuav muaj kev kho licas yog tias tus menyuam muaj ib yam ntawm nws lub cev tsis zoo.

. Sij hawm tsis ntev yuav tsum xyuas saib tus menyuam kawm licas, xws li teem caij sib ntsib.

Yuav tsum xyuas tsawg kawg ib xyoos ob zaug tom qab muab tus menyuam mus kawm ib qhov chaw twg lawm (cai xeev Minnesota). Niam txiv yuav tsis nraug caw txhua zaus tab sis yog neb xav ntsib txhua zaus neb yuav tsum hais rau luag ua ntej.

Now ask yourself some questions as you read the completed IEP.

- Is it understandable?
- Can it be used by staff as a basis for teaching?
- Can your child's progress toward reaching each objective be easily measured?
- Are dates listed for each objective to be accomplished?

How can parents be involved in the IEP?

- You must be invited to attend the planning meeting.
- You can contribute ideas and information to the planning process.
- You can bring a friend, advocate, or outside professional to the planning meeting.
- You must receive a written copy of the IEP following the conference. You have the right to approve or disapprove this plan.* You do not have to sign it at the meeting.
- If you have informed the school that you disagree with the IEP as written, you have the right to request a due process hearing (see page 18). However, you may first wish to try to resolve your differences through informal meetings and/or a conciliation conference.

*Be sure to give your consent or disapproval of the IEP in writing. If this is your child's first IEP, the school must wait for your written consent before starting a program for your child. If, however, this is not the first IEP, the school may go ahead with a program if you do not respond within 10 days.

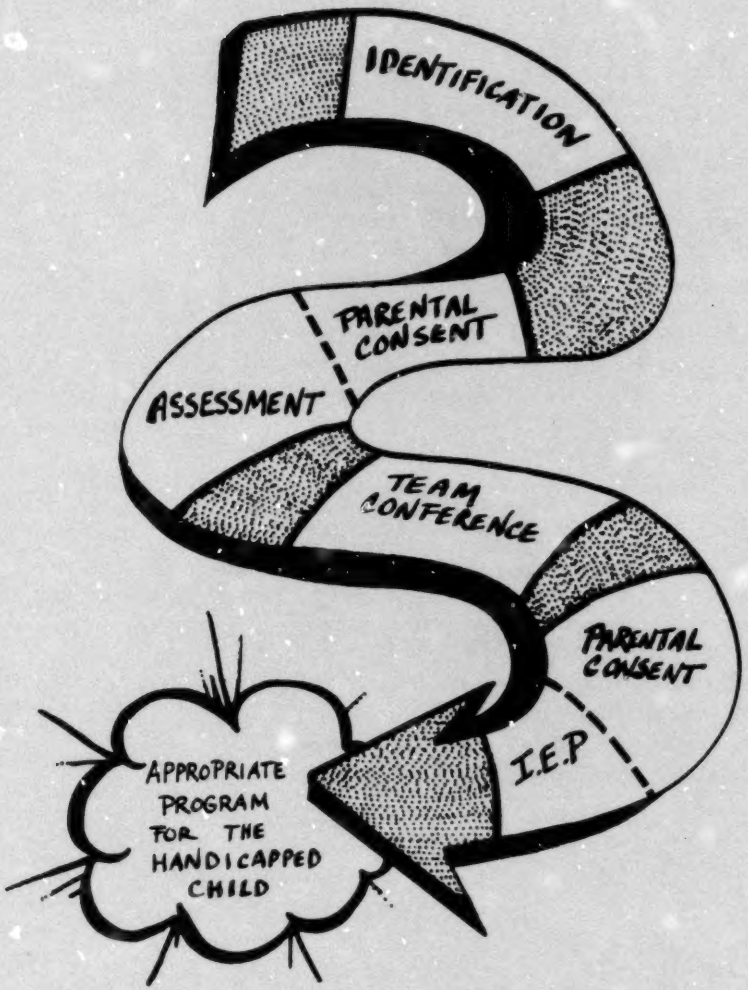
Thaum neb nyeem cov cai rau txoj kev npaj kev kawm ntawv uas hu tias IEP no tag lawm, nug tej yam teeb meem li no.

- Puas to taub zoo?
- Puas yog ib yam uas yuav tsum siv qhia?
- Neb tus menyuam puas yuav muaj kev kawm tau zoo raws li cov ntsiab lus thiab yooj yim rau txoj kev ntsuas.
- Txhua lub caij teem tseg rau txhua lub ntsiab lus puas yuav tsum ua kom tiav.

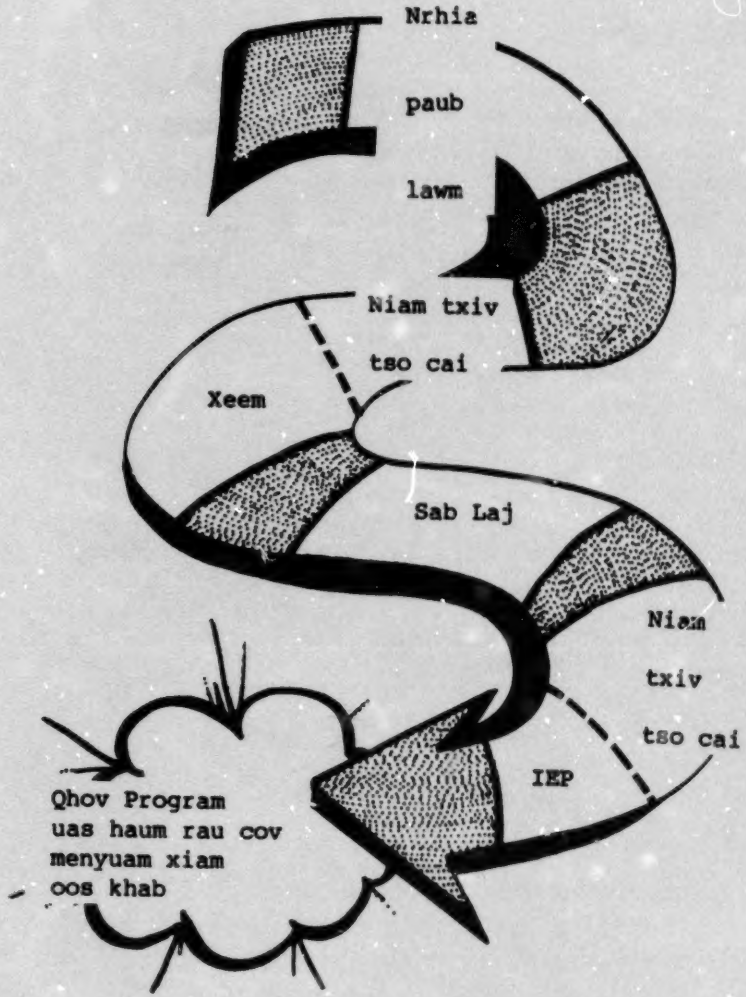
NIAM TXIV YUAV KOOM TES LICAS RAU IEP?

- Neb yuav tsum nraug caw mus ntsib npaj txog txoj kev yuav qhia ntawv rau neb tus menyuam.
- Neb yuav tawm tswv yim tau.
- Neb yuav coj tau ib tug neeg los yog ib tus neeg paub lub luag hauj lwm nrog neb mus ntsib thiab sab laj tau.
- Neb yuav tsum tau txais ib tsab ntawv thaum sab laj tas tsis ntev tom qab. Neb muaj cai zoo siab los yog tsis zoo siab rau txoj kev npaj kev qhia ntawv rau neb tus menyuam.
- Yog tias neb qhia rau lub tsev kawm ntawv hais tias neb tsis txaus siab tab sis tsev kawm ntawv tsis kho dab tsi, neb muaj txoj cai hais raws txoj cai hauv xeev Minnesota. Neb muaj txoj cai mus foob (saib nhab 18).

Summary-
The planning process in special education



HAIS LOS MUS TXOG TXOJ KEV NPAJ QHIA NTAWV



What can I do when I don't agree with the school?

When differences arise, try first to resolve them informally. If such efforts are not successful, you have the following options.

The conciliation conference, which is unique to Minnesota law, is your opportunity to "iron out" disagreements with the school in an informal setting. This conference is not mandated but is definitely recommended to resolve any problems relating to your child's program.

You have the right to bring to a conciliation conference with you a friend, advocate, or other representative. Parents and school personnel present and discuss their viewpoints at the conference and attempt to find a solution. More than one conciliation conference may be held if the first conference does not resolve the problem.

Parents and school personnel should meet to resolve disagreements when:

- You have refused consent to an assessment.
- You believe that the school's assessment is inappropriate and you want the school to pay for an outside assessment.

KUV YUAV UA LICAS THAUM
KUV TSIS TXAUS SIAB RAU
TSEV KAWM NTAWV

Thaum muaj ib yam dab tsi, yuav tsum xub daws los yog hais ua ntej. Yog hais tias tsis tau txais raws li xav, mam li ua li nram no.

1. Sib hais hauv lub rooj sab laj. Kev sib hais hauv lub rooj sab laj yog ib lub caij hais kom tiav tej yam yus tsis txaus siab. Neb muaj cai coj ib tus neeg uas paub lub luag hauj lwm no zoo los yog tus neb ntseeg siab tuaj nplooj thiab tawm tswv yim pab neb. Niam txiv thiab tsev kawm ntawv yuav tsum sab laj hais kom muaj ib qho chaw txawb chaw rau. Yog tias tsis tiav zaum ib yuav tsum hais ob peb zaug kom tiav.

Neb yuav tsum yeej hauv kev sib hais yog tias:

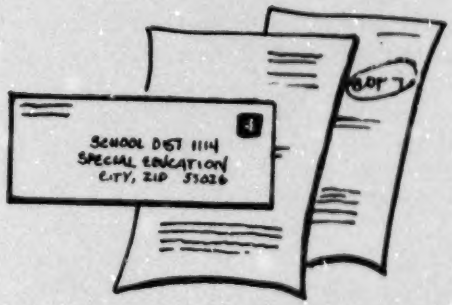
- Neb tsis kam neb tus menyuam xeem.
- Yog neb muaj yam qhia tau meej tias neb tsis pom zoo rau ib qho hauv txoj kev npaj IEP.

Neb tseem muaj cai thov kom muaj kev sib hais txhua lub caij, yog tias neb tsis tau txais kev yooj yim raws cov teeb meem nrog tsev kawm ntawv. Muaj tej zaum kuj yuav muaj kev sib hais li nram no.

- You have indicated disapproval of an IEP in writing.

- You believe your child is not receiving appropriate service.
- You think that additional services are needed.
- You believe that transportation services are not appropriate.

To request a school conference or meeting, regarding your child's program, send a letter to your principal and a copy to your child's teacher. **Keep a copy for yourself.**



- neb pom tias yam tsheb thauj tsis yog yam yuav tsum siv rau neb tus menyuam.
- Neb pom tias txhua yam luag ua rau neb tus menyuam tsis yog yam nws yuav tsum tau txais.
- Neb pom tias lwm yam kev pab yuav tsum muaj rau tus menyuam.
- Neb pom tias yam tsev kawm ntawv siv xeem neb tus menyuam tsis nraug, neb xav kom lwm tus sab nraum xeem tab sis tsev kawm ntawv yuav tsum them tus neeg ntawd.

Thov kom muaj kev sib hais yuav tsum xa ib tsab ntawv rau tus tswj lub tsev kawm ntawv, ib tsab rau tus tuav kev kawn ntawv phib xej. Khaws ib tsab rau neb tuav cia.

2. Due Process Hearing

You or the school may request a due process hearing at any time, if you have not been able to resolve your differences through team staffings or a conciliation conference. To request a hearing, write to the director of special education for your school district. Keep a copy of your request.

The due process hearing is more formal than school meetings or a conciliation conference. An impartial hearing officer serves as a third party to hear both sides and issue a decision. The decision must be issued in writing within 45 days of the request for a hearing.

If you are involved in a due process hearing, it is advisable to be represented by an attorney who is familiar with special education laws. Ask the school district for a list of free or low-cost legal services in your area, or contact one of the agencies listed in the back of this booklet.

3. Appeal to State Commissioner

If you are not satisfied with the decision of the hearing officer, you may **appeal to the State Commissioner of Education**, who will review the case and issue a written decision.
If you are not satisfied with the Commissioner's decision, you may choose to initiate a lawsuit in district or federal court.

The procedures described above should be used in situations in which you and the school disagree about services for your child.

NOTE: Time periods are set by state and federal law for responses or actions by parents and schools at various stages of the planning and appeals processes. These time periods are intended to reduce unnecessary delay. For details, contact PACER Center, (612) 827-2966.

2. Hu lwm tus tuaj nrog hnov neb los yog tsev kawm ntawv muaj cai hais kom muaj lwm tus tuaj nrog hnov yog hais tias nej twb sib hais tag lawm tab sis tsis muaj chaw mus. Thov kom muaj lwm tus tuaj nrog hnov yuav tsum sau ib tsab ntawv rau tus tswj kev qhia ntawv phibxej ntawd lub cheeb tsam tsev kawm ntawv. Ib tsab neb khaw cia.

   Hu lwm tus tuaj nrog hnov yog hu ib tug neeg tuaj ua tus nploog ob tog hais. Tus neeg ntawd tej zaum yuav yog ib tug neeg tus plaub ntug uas paub cov cai hauv kev qhia ntawv phibxej zoo. Nug hauv tsev kawm ntawv kom lawv muab cov npe neeg li hais saum no rau neb, cov neeg no tej zaum kuj yuav ua yam hauj lwm no dawb, tej zaum kuj yuav mentsis nyiaj. Nyob tom kawg phau ntawv no kuj muaj cov npe uas neb yuav nug tau los yog hu tau.

3. Foob rau cov Commissioner hauv xeev yog tias neb tseem tsis txaus siab raws li tus neeg hu tuaj nploog thiab txiav txim ntawd neb muaj cai foob rau cov Commissioner hauv lub xeev, uas txoj kev qhia ntawv, kom lawv xyuas dua. Yog tias neb tsis txaus siab thaum neb nrog cov Commissioner hais tag, neb muaj cai mus hais rau tsoom txiavtxim tu plaub ntug hauv federal court.

Cov lus teev los saum no yog siv rau thaum uas neb thiab tsev kam ntawv tsis sib poom zoo txog kev qhia ntaub qhia ntawv rau neb tus menyuam.

Paub Txog: Sij hawm yog ib yam uas cov cai hauv xeev thiab federal tau ua tawm, coj los rau niam txiv thiab tsev kawm ntawv siv txog kev tsis sib haum xeeb ntawm txoj kev npaj qhia ntaub ntawv rau ib tug menyuam xiam oos khab. Cov sij hawm no tsis hom cia kom lig tsaj. Yog xav paub kom meem yuav tsum hu rau PACER, (612) 287-2966).

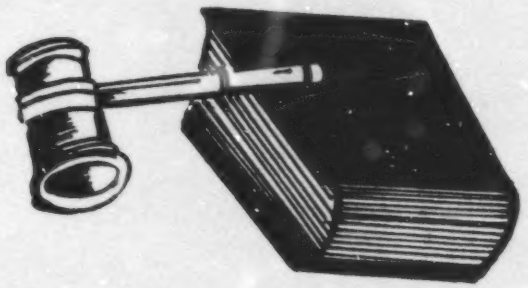
4. Other kinds of appeals

In addition to the due process procedures, two other avenues of appeal may be open to you. Here, too, you should attempt to resolve differences informally first.

The State Complaint Procedure can be used when a school district is out of compliance with state or federal law. For example, it may be used if the district does not notify parents in advance of assessments or does not meet state requirements for length of school day. The complaint procedure may be used by any individual (parent, teacher, or other person), or by an agency or organization.

Complaints must be addressed in writing to the Manager of the Office of Monitoring, Minnesota Department of Education, 303 Capitol Square, 550 Cedar Street, St. Paul, MN 55101. The complaint officer will investigate and issue a report to both parties within 60 days of receiving the written complaint.

Also, Section 504 of the Rehabilitation Act of 1973 offers a procedure for cases in which a person is discriminated against solely on the basis of his or her handicap. If, for example, the school district does not make appropriate modifications in transportation, facilities or programs to accommodate a handicapped child's special needs, a Section 504 complaint may be filed. To do so, address the complaint in writing to the Office for Civil Rights, Region V, 300 South Wacker Dr., 8th floor, Chicago, Illinois 60606.



4. LWM YAM KEV FOOB

Ntxiv rau txoj kev sib hais tag los lawm, muaj lwm ob txog uas koj yuav foob tau thiab. Qhov no tib yam koj yuav tsum hais txhij hais txhua txoj los lawm yog tias tsis muaj chaw kho qhov twg li koj siab nyiam koj mam foob.

Kev tsis txaus siab rau hauv xeev yuav siv tau yog hais tias nyob hauv cheeb tsam tsev kawm ntawv ntawd tsis muaj cov cai uas xeev thiab federal tau sau tseg. Xws li tias tsev kawm ntawv tsis tau sau ntawv rau niam txiv paub ua ntej yuav xeem tus menyuam. Qhov kev foob no yuav siv tau tsis hais niam txiv, xib fwb los yog lwm tus neeg, los yog lwm lub koomhaum. Daim ntawv tsis txaus siab yuav tsum sau xa rau, Assistant Commissioner of Education, Special Education Section, Minnesota Department of Education, Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101. Cov neeg tuav lub luag hauj lwm no yuav xyuas thiab hais rau ob tog paub li ntawd 60 hnub. Tsis tas li, Section 504 of the Rehabilitation Act Xyoo 1973 tseem tau hais txog kev saib xyuas tsis zoo vim nws yog ib tug neeg xiam oos khab xws li, cheeb tsam tsev kawm ntawv ntawd tsis muaj kev yooj yim rau ibtug neeg xiam oos khab kom zoo xws tsheb thauj. Yog yuav hais sau tsab ntawv tsis txaus siab rau Office for Civil Rights, Region V, 300 South Wacker Drive, Eighth Floor, Chicago, Illinois 60606.

Some tips for good communications between parents and schools

1. Keep in touch with your child's teacher or teachers frequently...by telephone calls, notes or personal visits. Let the teacher know your ideas about your child; things he or she does well, ways he/she learns best, etc. Ask questions about anything you don't understand.

2. Express your feelings. Let the staff know when you feel they are doing a good job and when you feel that things are not going well.

3. Attend all meetings relating to your child's education. Be an active, interested parent.

4. Be a good listener. Encourage the staff to keep you informed about your child's progress, relationship with other children, and any problems or concerns they may have. Listen to the staff's professional opinions about your child. Remember, school personnel can be good advocates for your child, too!

5. When differences of opinion arise, talk them out. Look for ways to reach a compromise, but keep your child's needs uppermost in your mind!

6. Help your child develop a positive attitude toward school.

TEJ YAM YUAV UA KOM MUAJ LUS
TO TAUB NTAWM TOG NIAM TXIV
THIAB TSEV KAWM NTAWV

1. Yuav tsum mus ntsib, hu xov tooj nrog neb tus menyuam tus xib fwb tham tsis tu ncua. Paib neb lub tswv yim nrog luag, yam uas neb tus menyuam kawm tau zoo. Yam twg tsis to taub yuav tsum nug luag.

2. Yuav tsum qhia rau luag paub yam neb xav hauv neb lub siab. Qhia rau luag paub yog tias luag ua hauj lwm zoo rau neb tus menyuam, thiab thaum twg neb pom tias tsis yog ib yam zoo rau neb tus menyuam.

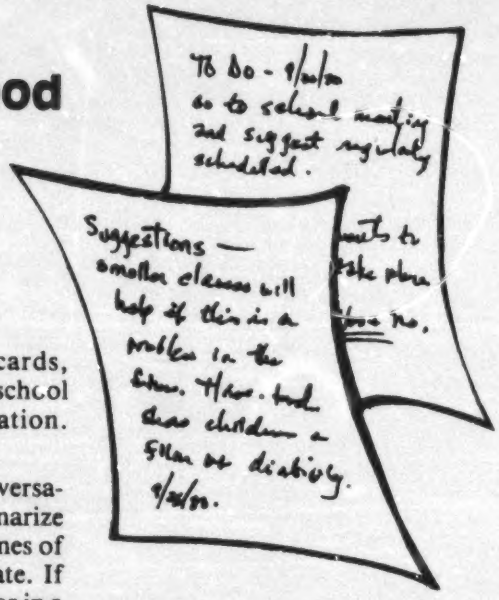
3. Yuav tsum mus cuag thiab koom nrog luag sab laj txog neb tus menyuam. Yuav tsum ua li neb muaj lub siab pab neb tus menyuam tiag.

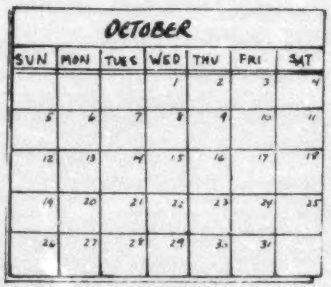
4. Yuav tsum nploog kom tog tog. Txhawb kom luag qhia neb paub saib neb tus menyuam puas ntaus phooj ywg rau lwm tus, puas kawm tau ntawv, puas muaj lwm yam. Yuav tsum nploog cov neeg ua hauj lwm rau neb tus manyuam thiab. Nco ntsoov hais tias cov neeg no los kuj muaj yam zoo uas yuav pab tau rau neb tus menyuam thiab.

5. Thaum muaj yam twg txawv txav yuav tsum hais tawm. Nhriav txoj kev daws yam teeb meem ntawd, tab sis yuav tsum nco ntsoov hais tias kev kawm ntawv yog ghov tseem ceeb rau neb tus menyuam.

6. Pab kom neb tus menyuam muaj lub siab xav zoo rau tsev kawm ntawv.

How to be a good advocate for your child





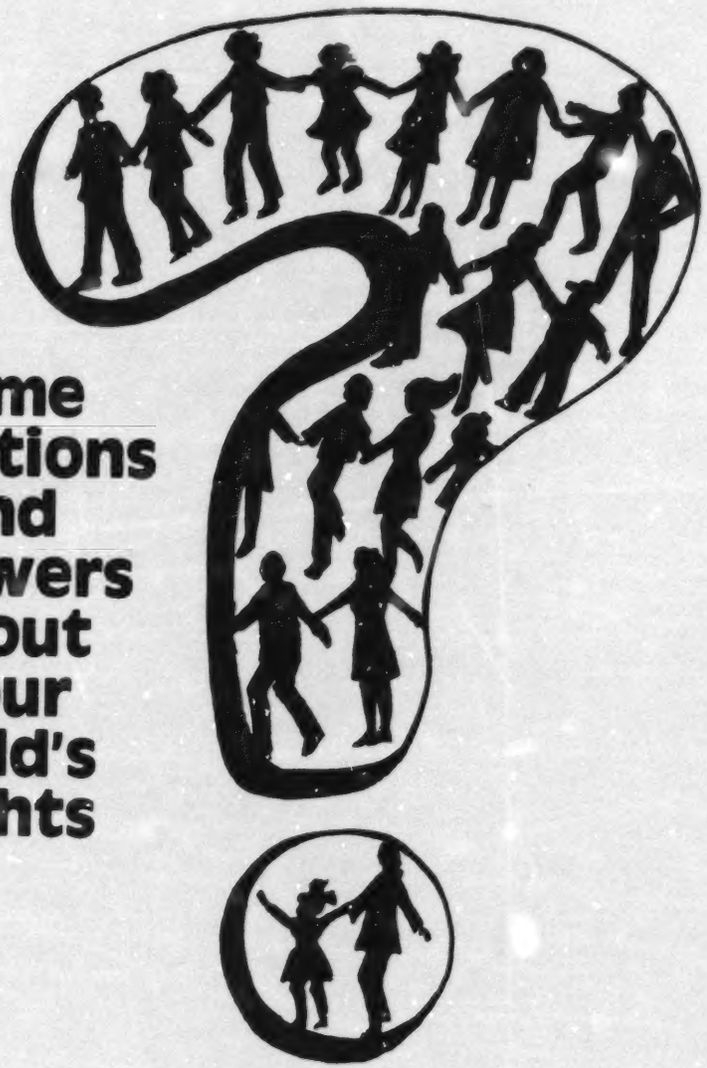
1. Know your rights!
2. Save all notes, report cards, IEPs,and notices from the school regarding your child's education. Make sure they are dated.
3. Make notes on telephone conversations and meetings as well. Summarize the conversation, include the names of people you spoke to, and the date. If decisions are made by telephone or in a meeting, write up a summary of what was decided, send it to the person you spoke with, and keep a copy for your file.
4. Make notes on questions you want to ask or information you want to offer before you go to meetings.
5. Put requests in writing whenever possible, and keep copies of all correspondence.
6. Mark dates in your calender ...meetings, dates by which certain actions should be taken, reminders to follow up.
7. Get to know other parents of handicapped children. If there isn't an active parent group in your area, organize one. Contact people who are advocates for children. Learn more about your child's disability.

UA LICAS THIAS YUAV PAB TAU NEB TUS MENYAM ZOO

1. Paub neb cov cai.
2. Khaw tej ntaub ntawv hais txog neb tus menyuam txoj kev kawm ntawv, tej kev npaj rau neb tus menyuam txoj kev kawm ntawv.
3. Taus xov tooj los yog mus ntsib txhua lub rooj sab laj. Sau tseg los yog nyeem tej lus suav daws tau tham txog neb tus menyuam, muaj tsawg tus neeg tuaj koom sab laj, lub hnub lub xyoo twg.
4. Sau cov lus nug thiab yam neb xav qhia rau luag paub txog neb tus menyuam tseg ua ntej neb yuav mus ntsib thiab sab laj.
5. Yuav tsum kom luag sau tej yam tseem ceeb rau neb tuav cia.
6. Yuav tsum sau cov caij nyoog ua yuav mus ntsib luag cia rau neb phau ntawv, yuav tsum mus ntsib thiab yuav tsum nug nraim saib ua licas lawm.
7. Yuav tsum nrhiav kom paub lwm tus niam txiv uas muaj menyuam xiam oos khab li neb. Yog tsis muaj koom haum rau cov niam txiv no yuav tsum tsim kom muaj thiab tau sab laj ntaus tswv yim ua ke.

Yuav tsum tsim kom muaj thiab tau sab laj ntaus tswv yim ua ke.

Some Questions and Answers about Your Child's Rights

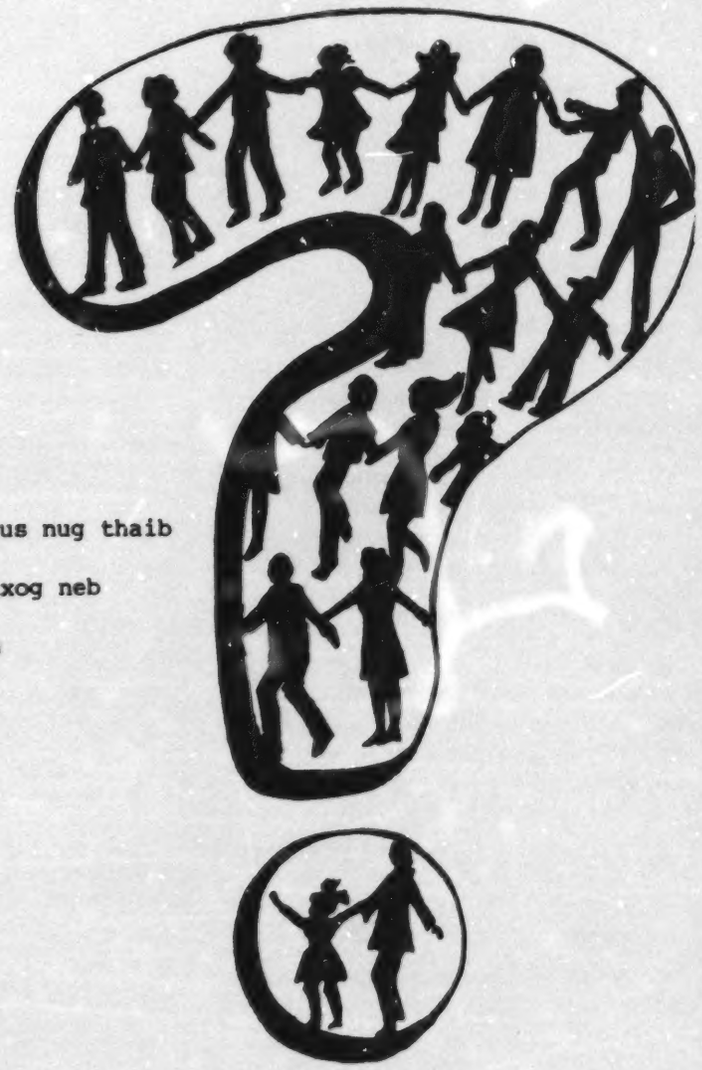


Tej yam lus nug thaib

lus teb txog neb

tusmenyam

txoj cai



Q: Can I get special education services for my handicapped child who is under age 4?

A: Although districts in Minnesota are not required (at the time of this writing) to serve handicapped children under age 4, some districts do provide programs for younger children. Even if your district does not have such a program, you can request an assessment and inquire about preschool services that may be available from other agencies in your area. A bill has been submitted to this year's (1985) Minnesota legislature that would mandate services to handicapped children from the time of birth; the earlier statements in this paragraph could change according to the bill's outcome.

Q: My son is 15. I am concerned about what will happen when he finishes high school. Can I begin planning a vocational program for him?

A: Yes. This is a good time to begin inquiring about vocational programs in high school and after high school and to start planning for the transitional needs involved in moving from the world of school to the world of work. Ask for a vocational needs assessment. If vocational needs are determined, vocational goals and objectives should be written into your son's IEP. You will have the same rights in planning these programs as you do with other special education services. Talk with the people in charge of vocational programs in the high school your son will attend. Visit post high school vocational programs in your area as well. Find out what adaptations they can make to meet your son's special needs. Involve a counselor from the Department of Vocational Rehabilitation (DVR) in the planning of your son's present and future vocational program as soon as he reaches the last two years of high school.

Q: What if my child is not in a public school...do I have the same rights?

A: Your local public school district has the responsibility to offer special education services to all children in the district who need services, even if they do not attend public schools. Parents of nonpublic school students have the right to refuse such services. If the parents do consent to have their children receive special education services, the same procedural safeguards that are available to public school students must be available to these students. Special education instruction will be provided at the public school or at a "neutral site" such as another building.

Lus nug: Kuv puas muaj cai txais kev qhia ntawv phibxej rau kuv tus menyuam xiam oos khab uas muaj 4 xyoos rov hauv?

Lus teb: Txawm hais tias txoj cai hauv xeev Minnesota tsis txais pab cov menyuam xiam oos khab 4 xyoos rov hauv los xim. Muaj tej cheeb tsam tsev kawm ntawv kuj txais qhia cov me li 4 xyoos rov hauv thiab. Txawm hais tias nyob rau cheeb tsam koj nyob tsis muaj pab los koj thov kom muaj rau koj tus menyuam los tau nyaj yuav muaj qhov chaw uas txais tab sis nyob txawv thaj chaw koj nyob.

Lus nug: Kuv tus tub muaj 15 xyoos. Kuv txhawj thaum nws kawm tiav high school. Kuv puav yuav pib npaj nrhiav ib yam hauj lwm dab tsi rau nws kawm?

Lus teb: Tau. Qhov no yog ib qhov zoo uas yuav tsum npaj ib yam hauj lwm rau koj tus menyuam mus kawm. Yuav tsum nug kom paub txog yam kev xeem ntawd. Kawm ua hauj lwm nws kuj muaj nws ib yam kev xeem thiab ib txoj cai. Yog tias thaum pom tias yam hauj lwm twg yuav kawm lawm luag yuav sau rau hauv ntaub ntawv tseg (IEP). Koj muaj cai nrog tsev kawm ntawv nhriav thiab npaj rau neb tus menyuam. Nrog cov neeg ua tuav lub luag hauj lwm uas paub txog kev kawm hauj lwm zoo sib tham. Ncig xyuas cov high school uas qhia hauj lwm uas nyob ze koj chaw nyob. Xyuas saib yam twg yog yam uas yuav txim koj tus menyuam kawm tau.

Lus nug: Ua yog kuv tus menyuam tsis kawm cov tsev kawm ntawv dawb kuv puas muaj cai tib yam?

Lus teb: Cov tsev qhia ntawv dawb nyob rau cheeb tsam koj nyob muaj lub luag hauj lwm tav paub thiab pab rau txhua tus menyuam, txawm hais tias nws tsis kawm ntawv hauv los xij.

Q: Can I have changes made in the IEP after I have signed it?
A: Yes. The IEP should be considered a flexible document. If you or a school staff member see that the plan is not working well, you should meet to discuss possible changes. The review of the IEP is the major opportunity to make changes, but if a problem needs attention before the review date, request an additional meeting.

Q: Can the school change my child's placement without notifying me?
A: No. Any change such as offering a new service, discontinuing a service, or moving a child to a more segregated (restrictive) setting, can be made only after the school has notified you of its intention and has requested your consent.

Q: What can I do to keep my child from being labeled as handicapped? I'm afrsid the other students, and maybe the teachers, will treat her differently.

A: With more placement of handicapped and non-handicapped children in the same classrooms, children who receive special education services may not feel as isolated and "different" as they once did. The "label" is only a method of assuring that the child will be served. It should not be used on a day-to-day basis to describe the child. If you feel your child needs special education service, ask for an assessment. If the assessment shows a need, you can be involved in planning your child's services.

Q: Can I have information removed from my child's records?
A: Yes. If you believe that any test results, comments from staff, or other information in your child's records is inaccurate or misleading, contact the principal to ask that the information be removed. If this is not done, you can ask for a hearing to review the matter. This hearing, which is held at the school, is different from due process hearings under the special education laws. The procedure is outlined under a federal law referred to as the Family Educational Rights and Privacy Act (FERPA). Further information is available from PACER Center.

Lus nug: Kuv puas pauv tau ib yam dab tsi hauv daim ntawv IEP yog tias kuv twb xees tab lawm?

Lus teb: Tau. Daim ntawv no yuav tsum yog ua kom yooj yim rau txoj kev pauv. Yog tias koj los yog cov ua hauj lwm pom tias qhov tau npaj tseg tsis tshua zoo, yuav tsum tau sib tham kom pauv. Qhov pauv tsis yog ib qho nyuab tab sis yuav tsum tau hu sib tham ua ntej.

Lus nug: Lub tsev kawm ntawv puas muaj peev xwm pauv tsi kuv tus menyuam mus rau lwm qhov chaw uas tsis qhia kuv paub li?

Lus teb: Tsis tau. Txhua yam tsis hais yuav pauv chaw nyob los yog yuav qhia yam tshiab tsev kawm ntawv yuav ua tau los yog yuav tsum qhia rau koj paub.

Lus nug: Kuv yuav ua licas kuv tus menyuam thiaj yuav tsis ris lub npe xiam oos khab? Vim kuv ntshai lwm tus menyuam kawm ntawv los puas yog xib fwb cais kuv tus menyuam los yog coj txawv rau nws.

Lus teb: Vim tias tus menyuam xiam oos khab yuav tsum mus kawm nrog cov tsis xiam. Cov xiam oos khab yuav tsis pom hais tias muaj kev cais los yog txawv. Los lus xiam oos khab yuav siv kom paub nrniav keb pab rau nws xwb tab sis yuav tsis siv txhua hnub.

Lus nug: Kuv puas muaj cai muab tej yam information tawm hauv kuv tus menyuam daim ntawv record?

Lus teb: Tau. Yog koj paub meej tias tej yam information txog koj tus menyuam tsis nraug yuav tsum nrog tus tswj tham thiab thov kom muab tshem tawm tau. Yog tias tsis ua raws koj siab koj muaj cai hu lwm tus nrog koj hnov tau. Yog xav paub kom meej hu rau PACER Center.

Additional organizations that may be helpful

Following are the organizations that participate in the PACER Center coalition. PACER Center can put you in contact with these organizations and with other advocacy groups and agencies serving handicapped persons.

Comprehensive Epilepsy Program
Courage Center
Epilepsy Foundation of Minnesota
Friends of Hearing Handicapped Children
Mental Health Advocates Coalition of Minnesota
Mental Health Association of Minnesota
Metropolitan Association for the Hearing Impaired
Minnesota Association for Children and Adults with Learning Disabilities
Minnesota Association for Retarded Citizens
Minnesota Committee for the Handicapped
Minnesota Foundation for Better Hearing and Speech
Minnesota Speech-Language and Hearing Association
Minnesota State Council for the Handicapped
Muscular Dystrophy Association of Minnesota
National Federation of the Blind of Minnesota
Spina Bifida Association of Minnesota
Twin Cities Society for Children and Adults with Autism
United Cerebral Palsy of Minnesota

If you need legal or specialized advocacy assistance, the following agencies may be able to serve you.

1. Developmental disabilities

Legal Advocacy for the Developmentally Disabled of Minnesota
222 Grain Exchange Building
323 4th Avenue S.
Minneapolis, MN 55415
(612) 338-0968
Outstate Toll Free Number 1-800-292-4150

Cov Chaw Koom Haum Ua Tej Zaum Yuav
Pab Tau
Cov chaw nram no yog ib cov uas ua hauj lwm koom tes nrog PACER. PACER yuav pab nug cov koom haum no thiab lwm qhov chaw uas pab cov neeg xiam oos thab.

Comprehensive Epilepsy Program
Courage Center
Epilepsy Foundation of Minnesota
Friends of Hearing Handicapped Children
Mental Health Advocates Coalition of Minnesota
Mental Health Association of Minnesota
Metropolitan Association for the Hearing Impaired
Minnesota Association for Children and Adults with Learning Disabilities
Minnesota Association for Retarded Citizens
Minnesota Committee for the Handicapped
Minnesota Foundation for Better Hearing and Speech
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Minnesota State Council for the Handicapped
Muscular Dystrophy Association of Minnesota
National Federation of the Blind of Minnesota
Spina Bifida Association of Minnesota
Twin Cities Society for Children and Adults with Autism
United Cerebral Palsy of Minnesota

Yog tias neb xav paub txog kev lig kev cai, cov chaw nram no yuav pab tau.

1. Developmental disabilities

Legal Advocacy for the Developmentally Disabled of Minnesota
222 Grain Exchange Building
323 4th Avenue S.
Minneapolis, MN 55415
(612) 338-0968
Outstate Toll Free Number 1-800-292-4150

2. Hearing impairments

Legal Advocacy for Hearing Impaired Persons
222 Grain Exchange Building
323 4th Avenue S.
Minneapolis, MN 55415
(612) 332-1441 Voice
(612) 332-4668 TDD

3. Vision impairments

Advocates for the Blind
1821 University Avenue
St. Paul, MN 55104
(612) 645-3920

4. Juveniles

The Juvenile Project of
The Legal Aid Society of Minneapolis
2929 4th Avenue S.
Minneapolis, MN. 55408
(612) 827-3774

5. Mental illness

Mental Health Advocacy Project
222 Grain Exchange Building
323 4th Avenue S.
Minneapolis, MN 55415
(612) 338-0968
Outstate Toll Free Number 1-800-292-4150

6. DVR Clients

Client Assistance Program
222 Grain Exchange Building
323 4th Avenue S.
Minneapolis, MN 55415
(612) 338-0968
Outstate Toll Free Number 1-800-292-4150

In addition to these legal services for handicapped persons and juveniles, there are general legal aid offices in many counties in the state.

2. Hearing impairments

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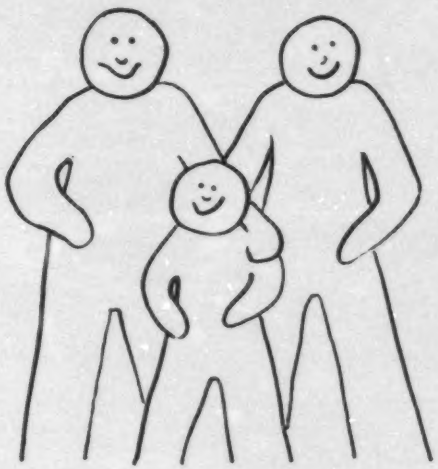
KNOW YOUR RIGHTS AND RESPONSIBILITIES SO THAT YOU CAN BE A GOOD ADVOCATE FOR YOUR CHILD

Remember, **IEP** can also stand for

I. NFORMED
E. FFECTIVE
P. ARENTS



Paub Neb Txoj Cai Thiab Paub Neb Lub Luag Hauj Lum, Yuav Pab Tau Neb Tus Menyuam zoo

Nco ntsoov, IEP yog nre lo lus

Informed

Effective

Parents

Qhia cov ua niam ua txiv kom ua tau yam zoo pab.